2021 Annual Report

Blakehurst High School

8236

Introduction

The Annual Report for 2021 is provided to the community of Blakehurst High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Blakehurst High School, we inspire students to excel as critical learners. thinkers and champions of diversity, who have a positive impact on their world.

Our purpose is to ensure students grow in their learning through shared data and explicit, consistent and research-informed practice.

We aim to continuously deliver a high standard of educational practice and curriculum design that engages all students and empowers them to excel through innovative pedagogy, quality teaching and wellbeing programs that foster positivity and resilience and self, and collective efficacy.

Our common purpose is to ensure, staff and students thrive in a flourishing school culture as individuals and as a collective community.

School context

Blakehurst High School is a highly successful co-educational comprehensive school. The student population is approximately 1064 students, 84% coming from a non-English speaking background. We have 890 EAL/D students, 16 Aboriginal Students and 30 International students.

Blakehurst high school is a dynamic, high energised school where there is a strong student voice and many varied leadership and extra curricula opportunities, including interactive clubs.

The school has a history of strong academic excellence with the delivery of outstanding future focused, contemporary teaching and learning programs. The innovative contemporary learning environment supports students to thrive and enjoy their learning.

The school has a focus on high potential and gifted education and has an aspirational culture of teaching and learning.

The school's staffing entitlement is that of 72.5 teaching staff and 12.572 SASS staff. There has been change, with the appointment of 4 new Head Teachers appointed in the last 4 years, and stability in that the 8 of the Head Teachers have been leaders at school an average of 20 years. There is a ratio of Higher duties to substantives of 12.33%, and a 9.68% turnover in staff. 4.35% of staff are beginning teachers.

The school enjoys the support of its diverse community, including successful partnership with the University of Technology and the Engineering WANAGO program and sporting Partnerships with E.L.I.T.E Table Tennis Club, Kogarah Cougars, St George Basketball and Connells Point Rovers. The school is the largest representive in the ST George Sporting Zone and many students compete at regional and state level.

The school is strong in the Creative Arts, participating in regional dance ensembles, State Choir ensembles, and School Spectacular. The school holds an annual Music Open Night and is holding its first Musical in 2021.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan.

In analysing our collated internal and external data, we believe that a focus on the use of Data in a deep way will lead to further clarity in student learning, and the implementation of highly effective strategies, targeted at both individual and at group levels; Identifying areas of development and areas of strength in students to integrate most applicable strategies will lead to improved growth and attainment.

As part of Direction 1, Growth and Attainment an initiative based on Collaboration will support the process of staff analysing data and implementing teaching practice, that support improved learning outcomes as indicated by Improvement in internal data and external data such as NAPLAN and HSC results. Further to this, a structure of collaboration will enhance the use of data, and evidence-based teaching practice and foster staff collective efficacy.

Our Second Direction: Highly skilled, effective teachers, positive, productive, proactive and Independent learners, will be uderpinned by focus on research-based *effective teaching practices.* Explicit Teaching will form the basis of the first initiative. This will include an emphasis on Literacy and Numeracy, Direct Instruction, and Feedback. Consistent use of common scaffolds, explicit language, and the embedding of key EAL/D teaching strategies across KLAs will realise this process.

Engagement in learning is the second initiative for Direction 2. This was high on the agenda for both students and staff

alike. Increased engagement in learning, will lead to students further valuing their education, becoming interested and vested in their learning; becoming further aspirational and effective, self-regulated learners. Contemporary Learning pedagogy, such as Blended Learning and Project-Based Learning, will form the underpinning methods that the High Potential and Gifted Education Policy will be weaved through. These two initiatives, explicit teaching, and engagement in learning, will support each other and be driven by the initiatives of Direction 1, Growth and Attainment by embedding the use of Data and by developing collaborative structures that enable staff to focus on these practices..

Our Third Direction: A thriving, flourishing school, where there is a culture of continuous improvement, will drive both Directions 1 and 2 and will drive a thriving school culture of continuous improvement. The two initiatives that will form Direction 3, are Consistent High Expectations of both students and staff, and the development of Leadership in driving the SIP Directions. This third Direction will bring into fruition Directions 1 and 2 and will drive the next 4 years of continuous improvement. Establishing the necessary foundations and expertise, to enhance Blakehurst High School's successes well beyond 2024 into the next phase of school planning.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through shared data and explicit, consistent and research-informed practice

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Shared, systemic data informed practice
- Deep cross KLA collaboration focused on student outcomes

Resources allocated to this strategic direction

Socio-economic background: $156,000.00
Low level adjustment for disability: $16,000.00
Aboriginal background: $7,967.00
Integration funding support: $302,055.00
Professional learning: $44,000.00

Summary of progress

One of the highlights of 2021 was the way in which the necessity of Data to inform practice was raised. The Data team were instrumental in enhancing the use of data across the school. The collaboration between the Data team, and other SIP teams:Explicit Teaching, Higher Expectationsand, HPGE Student Engagement, and Leadership led to data being synthsised and evaluated in a purposeful manner across the school. The way in which the teams also presented student data at whole school level meant that pushing the agenda of student awareness to inform practice was taken up by the school community in a holistic manner. These practices will continue to be implemented in 2022 in order for a sustained growth in Data usage, in working towards becoming excelling in this element of the School Excellence Framework.

COVID-19 and the inability to employ casuals proved to be a barrier for the envisioned plan of deep cross KLA collaboration based on curriculum. The Collaboration team shifted the focus on best practice writing strategies, and set to focus on deliverables that were achievable and enabled student progression and a common language that could be implemented across the school. The next steps are to ensure common language associated with writing strategies ALARM and TEEL are collaboratrively developed and implemented.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement measures Timely practice of harvesting student data is developed. All teachers have a clear understanding of the importance of data and are knowledgeable of the literacy and numeracy progressions. 100% of staff are familiar with SCOUT data and refer to this in planning. Data team has shared data with key teams in a progressive manner to inform staff collaboration. All teachers demonstrate their practice	All staff are familiar with and have access to SCOUT. The Data team are tasked with synthesising student data and sharing both data and evaluations with SIP teams and staff at a broader level in order to inform direction and strategies. Our students' Best Start (Yr 7 2021, Yr 7 2020) & AAS data (Yr 7 2021) was presented and discussed with both the Explicit Teaching, Collaboration teams. A summation of this data was shared with all staff. Professional development in accessing the data was also delivered at a whole school level. This informed the teams focus on Punctuation learning Sprints. This was the focus for Semester one -before moving on to the Super Six Reading strategies in Term 4 of the year. Sentral Archive Wellbeing Data was evaluated with the High Expectations team. Staff HR data analysed and discussed with the Leadership team to inform

is focused on student needs and improvement. Common Growth Coaching pillars and language is implemented within the Collaboration Framework At least 50% of teachers are paired and work cross KLA collaboratively	future collaboration NAPLAN Reading & Numeracy targets & At or Above Expected Growth, was presented by the team at staff meeting and then extrapolated at a deeper level with the Explicit Teaching, Collaboration teams - this informed the Collaborations team to PIVOT and focus on TEEL and ALARM writing strategies. The Data team evaluated the TTFM data with the Student Engagement team. The team then presented this to all Staff where the implementation of Check-In roll call periods were discussed and fleshed out for implementation in 2022. The analysis and shared data has informed Teaching and Learning program to reflect the AAS, Check-In Assessment and Best Start results. This student data also informed the Tailored Support (COVID ILSP) for those negatively affected by remote learning. Continuous professional discussion centred on student data, has led to systematic upskilling of staff and curriculum differentiation. There has been significant impact in teacher knowledge of individual student ability, improved skill in sourcing data, and differentiating curriculum and tasks. The Data teams focus and collaboration with parallel SIP teams has informed meaningful direction. All staff have been professionally developed in using SCOUT data and are professionally adept in applying their learnings to their practice. Due to Covid-19, lockdown and the inability to employ casuals to release staff to work cross collaborativlily on a Scope of learning - the focus of the team needed to be shifted. Staff have collaborated across their KLAs but not on the Curriculum as such as was hoped for.
HSC attainment Improvement in the percentage of HSC course results in top two bands. Lower bound trajectory of 40.7% is met from baseline of 36.7%. Improvement in the percentage of HSC course results in top three bands. Lower bound trajectory of 72.5% is met from baseline of 68.3%.	Percentage of HSC student course results in the top two bands is 36.03% an improvement of 1.04% Percentage of HSC student course results in the top three bands is 68.61% an improvement of 7.07%
NAPLAN Top 2 or 3 Bands Improvement in the percentage of students achieving in the top two bands, to be in reading of 21.00% (20.6%)and in numeracy of 38..00% (37.8%)	Progress in percentage of students achieving in the top two bands in Reading and Numeracy are as follows: 16.03% of students achieved in the top 2 Bands in NAPLAN for Reading 24.06% of students achieved in the top 2 Bands in NAPLAN for Numeracy
NAPLAN Expected Growth Improvement in the percentage of students achieving expected growth to be at the trajectory point of 70.00% (base 67.0%) in reading and 70.00% (base 67.6%) in numeracy in working towards agreed, upper bound system negotiated targets in reading of 75.4% and in numeracy of 76.6%.	Percentage of students achieving Expected Growth in Reading is 51.06% Percentage of students achieving Expected Growth in Numeracy is 42.66%

Strategic Direction 2: Highly skilled, effective teachers, positive, productive, proactive and Independent learners.

Purpose

To continuously deliver a high standard of educational practice and curriculum design that engages all students and empowers them to excel through innovative pedagogy, quality teaching and wellbeing programs that foster belonging.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Targeted explicit and consistent classroom practice
- Engaging classroom practice and positive wellbeing

Resources allocated to this strategic direction

English language proficiency: $47,624.00
Low level adjustment for disability: $65,376.00

Summary of progress

There was authentic positive collaboration between the SIP Data and SIP Explicit Teaching teams with regards to extrapolating student data, setting targets and implementing Best Practice strategies, however COVID-19 and turnover in staff proved to be a barrier with the implemetation of Learning Sprints actualised only with the targeted area of punctuation with year 7s. In In order to adress the pressures and continue a purposeful focus on student progression, the team pivoted and made the strategic decision to focus on re-vamping the Super Six reading strategies. The team will continue to holistically focus on the consistent implementation of the Super Six Reading strategies in 2022.

The HPGE Student Engagement team's priority in 2021 was to build expert knowledge and understanding of the HPGE policy, gauge student data and seek to gain clarification with regards to to HPGE practices within faculties, in order to authentically embed the policy at all levels. This was enabled by the team participating in DoE professional learning, team members liaising and working within faculties and a series of surveys and mini audits conducted at a faculty level. The HPGE Student Engament team also collaborated with the SIP Data team to gather further data. Tell Them From Me and Sentral data was extrapolated to determine their direction. In 2022 the HPGE/Student Engagement team will be addressing more of the HPGE tool, policy statements and seek to ensure enrichment classes as a starting point are authentically embedding HPGE practices. It is envisioned that all school staff complete Tier 1 training and that the HPGE specialist teams further support faculties in the implementation of the HPGE best practice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
HPGE - Student Engagement **Contemporary Learning** Blakehurst HS HPGE policy is developed, shared with the community Project Based Learning and Blended Learning are embedded in key faculties. 10% of programs include one or both of these future focused pedagogies. Increase in student engagement.... Improvement in attendance >=90% above above 70%	To deepen understanding of the High Potential Gifted Education Policy, the HPGE/Student Engagement Teams completed HPGE PL Canapes and the Tier 1 PL. In order to assess the extent of HPGE in the context of the classroom, identify and evaluate HPGE elements in programs/scope and sequences, faculty representatives from the team conducted faculty mini audits. Team members were then tasked with leading a faculty worksheet to implement activities from the team developed faculty toolkit into chosen programs and units of work. This strategy was adopted to help implement policy statement 1.1 into the school at teacher/faculty level. To gauge student feedback the wellbeing component of the HPGE Student Engagement team conducted a student survey to identify areas and strategies of most engagement and least engagement. Investigating whole school initiatives to address policy statement 1.5 led to

HPGE - Student Engagement **Contemporary Learning** Blakehurst HS HPGE policy is developed, shared with the community Project Based Learning and Blended Learning are embedded in key faculties. 10% of programs include one or both of these future focused pedagogies. Increase in student engagement.... Improvement in attendance >=90% above above 70%	selective forums and discussions around the merit system and the re-implementation of roll call. Both welfare based initiatives to address the data received from the TTFM survey and student engagement survey. The team worked on both initiatives planning for them to be implemented in 2022. There has been a 0.39% improvement in attendance to 68.95%>90%.
Literacy and Numeracy Minimum 30% of staff cross KLAs are confident with the embedding of Literacy and Numeracy Sprints 100% of programs demonstrate explicit whole school literacy and numeracy strategies, are embedded in teaching practice.	The Explicit Teaching team met with Data collection team, to cross reference student data from, Best Start, AAS HPGE exam, Maths common tests, English common written tests to identify goals. A strategy circle to familiarise selves with Learning Sprints occurred as well as a connection made with the Literacy and Numeracy Strategy Advisor (LANSA). In referencing the data . Constructing simple sentences with correct punctuation would be the first targeted area. Due to COVID-19 the team were unable to deliver the PL to Staff for the Literacy sprint. Upon return to face to face the Year 7 students completed the Literacy Sprints, with pre and post-tests run through the english classes. At this stage there was staff turnover In the Literacy Team with expert staff moving on. The team then decided to focus their energies upon the re-invigoration of the Super Six Reading strategies. The Literacy team decided to focus on Summarising, as term 4 was to be a consolation of learning in most KLA after the lock-down period. The strategy was presented at a whole staff meeting. Evidence of practice that this was occurring was collected. The Numeracy Learning circle in analysing the data, found that students in year 7 are struggling with worded problems using the 4 methods of operation. Hence this would be the first targeted area for the Numeracy team. The Numeracy team presented ways solving worded problems, and work shopped this with regards to different KLAs at a staff meeting, the team also developd posters which were placed In class room as visual reminders. Evidence of practice that this was occurring was collected.
Direction Instruction 100% of staff embed explicit Learning Intentions and success criteria in all lessons 70% of class set work is completed.	Direct Instruction is planned to be a core SIP focus in 2022/2023
Feedback 80% of staff provide feedback in all lessons and assessment. Minimum 70% of students complete all assessments and demonstrate growth in all KLA areas.	Feedback is planned to be a core SIP focus in 2022/2023
EAL/D LBOTE Practice 75% of staff have clarity of LBOTE teaching strategies and embed 2021 strategy these in their practice	The EAL/D LBOTE strategyof glassary lists for all subjects was implemented and has worked well to improve students language usage, spelling and deepen understanding og course context. Staff are clear of th benefits of glossary lists for each unit and is a commonality of practice.

Stage 4 teaching programs and classroom observations demonstrate embedded LBOTE strategies.	
Positive proactive productive learners A framework of targeted wellbeing programs is developed and is embedded at whole school level 100% Welfare Staff have clearly defined roles and work as a team Blakehurst Welfare Policy and handbook is embedded in whole school practice. Student TTFM data indicates improvement from 55% (2019) to over 65% in the area of Advocacy at school Student TTFM data indicates improvement from 76% (2019) to over 80% in the area of Expectations of Success Improvement in attendance data above 70%	A targeted wellbeing framework was been developed and will be implemented in 2022 All Welfare Staff roles were revisited and clarified. The DoE Student and Engagement were part of this supportive process. Consequently the team works well. Student TTFM data indicates 54.93% of students have a sense of Advocacy at school, 76.84 % feel there are High Expectations of success and 58.18% feel they have a sense of Belonging to our school. There has been a 0.39% improvement in attendance to 68.95%>90%.
High Quality Teaching Practice Minimum 40% of teachers are involved in coaching/mentoring relationships. All staff participate in high quality collaborative practice	The Collaboration team harvested Cross KLA faculty sequences to harness common teaching themes, with the view to create staff KLA groupings based on these, to extend tasks and create rich learning experiences. In unpacking the process with Head Teachers It was noted that each of the faculties taught the concepts and units in defined and varied manners. Emplying casuals to allow for cross KLA collaboration also proved difficult. Hence the Collaboration team consulted senior exec and presented the thought of changing the teams direction on to best practice strategies, specifically writing strategies that could be implemented to support student writing an area of concern as shown In all data across all stages and KLAs. TEEL and ALARM were Identified as scaffolds to Implement after consultation with staff.
Proportion of students attending >90% of the time is 70%	Proportion of students attending >90% of the time is 68.95% just below the 2021 target.
Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School aggregate is 65%.	Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School aggregate is 63.27%. just below the 2021 target.

Purpose

Staff and students thrive in a flourishing school culture as a collective community and as individuals.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Consistent High Expectations across the school community
- Leadership driving our SIP

Resources allocated to this strategic direction

Summary of progress

The Higher Expectation Team, professionally developed themselves in resorative practice and completed DoE PBL online professional learning. The team unpacked student data and reviewed athe student management flowchart. In planning for 2022 the team believe that another other category could be added to our PBL framework tailored and specific to faculty expectations. Developing a consistent language for Restorative Practice in all school settings using BHSs PBL framework is a common goal of the team in reinforcing High Expectations consistently, the end goal of the team is to develop a BHS Higher Expectations policy. Barriers of implementation included COVID-19 and the limitations of non face to face professional learning. The next steps are to focus on the development of a common language.

The SIP Leadership team, emmerced themselves in professional learning, with the goal to have coaching conversations with team members of other groups, to enhance and drive solution focused dialogue and innovation thought and practices. Team Members Participated in NESLI Appreciated Inquiry and consequently dived deeper into GROWTH coaching professionallearning. The impact was increased confidence, clarity and understanding around the use of the GROW model as a means of finding solutions and upskilling staff in having deep professional conversations. In planning for 2022 the Leadership team need to clarify further whenand how the coaching conversations will take place, strengthen staff's understanding of the Leadership team's role, and increase BHS staff members' understanding of the value and application of the GROW model.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
High Expectations *All classrooms and learning environments are well managed within a consistent, school wide approach. All teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.* 100% of students demonstrate High expectations of themselves 100% of staff action BHS High Expectations policy.	The purpose of the Higher Expectations is to review BHS Positive Behaviour for Learning processes, our student management procedures and to develop recommendations and updates. The Higher Expectations team completed readings on Restorative Practice and online DoE PBL professional learning. This along with the synthesis of student suspension and wellbeing data, the review of the BHS Student Management flowchart and the identified strategies/management of teacher/HT/DP and what Serious and Dangerous behaviour includes determined a targeted focus on the procedures for students to follow returning from suspension. The goal being to shift the responsibility back to the student for their behaviour and manner in which they deal with consequences. The implementation of teacher mentors for students and a focus on restorative conversations to be had between staff and students on return to school was an area pf priority. The team re-visited the application of BHS School Expectations in faculty areas. In planning for 2022 the team believe that another other category could be tailored for individual situations/setting which are specific to each faculty depending on the equipment and use. Developing a consistent language for Restorative Practice in all school

High Expectations *All classrooms and learning environments are well managed within a consistent, school wide approach. All teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.* 100% of students demonstrate High expectations of themselves 100% of staff action BHS High Expectations policy.	settings using BHSs PBL framework is a common goal of the team in reinforcing High Expectations consistently, the end goal of the team is to develop a BHS Higher Expectations policy. We are working towards our Annual Progress Measures with regards to students demonstrating High Expectations of themselves, the delopment of a HIgh Expectations Policy and staff actioning this.
Self Regulated High performing Learners Professional Learning in Restorative language and practice has a targeted impact on student behaviour **data** Staff gain clarity in employing restorative and choice theory practice Marked demonstrated difference in students demonstrating pride in their learning as indicated in decrease of negative referrals **data** Decrease in Warning Letters issued **data** Indicated by an increase of **data** growth for individual student	Although a common language has not been developed as yet due to COVID-19 barriers, the executive increasing their usage of restorative language has an incremental improvement in less negative incidets recorded as well as a decrease in suspensions. Staff gaining clarity in employing restorative and choice theory practice, are practices that are being worked towards. Marked positive diffrence in students demonstrating pride in their learning as indicated by a 186 decrease in negative refferals and 25 less suspenssions. There was a marked increase in Warning Letters Issued, an indication of Remote Learning impact on student engagement.
Leadership driving SIP 50% staff participate in professional dialogue as a result of collaborative, planned professional dialogue 100% of Collaborative workshops explicit aim is to improve teacher practice, learning outcomes 90% of system targets are met 90% of 2021 Improvement measures of SIP are met Minimum 85% increase in leadership capacity and density of staff.	Team leaders of the SIP Leadership team introduced members to NESLI Appreciatie Inquiry model, the team completed professional learning and workshoped key ideas in pairs to strengthen understanding. Staff were introduced to the GROW model as part of the coaching conversations process and Team members individually completed 'Coaching with the Grow Model' Torrens University one hour online course. The SIP Leadership team members practised the GROW model through role play within the team using a coaching script. Staff split into pairs to practise peer coaching conversations team members developed further confidence in applying the GROW model. Use of common language within Leadership team e.g. primary role versus secondary role; 'listening and asking not telling' was developed and practiced. Staff viewed a Youtube video to consolidate SIP Team's understanding of the GROW model and to reinforce that Leadership members role was that of coach, not active participant. Team members attend Zoom SIP meetings of allocated Teams to observe. Team members gained a greater understanding of their team's goals/milestones through growth coaching conversations SIP teams were able to further clarify there position and approach with regards to their role within the SIP framework. 50% of staff participated in professional dialogue as result of strategically planned cross SIP team meetings. 100% of all Collaborative workshops were aimed at improving teacher practice. We are working towards meeting sytem targets and improvement measures.

Leadership driving SIP	We are working towards an increase in leadership capacity and density of staff.
50% staff participate in professional dialogue as a result of collaborative, planned professional dialogue	
100% of Collaborative workshops explicit aim is to improve teacher practice, learning outcomes	
90% of system targets are met	
90% of 2021 Improvement measures of SIP are met	
Minimum 85% increase in leadership capacity and density of staff.	

Funding sources	Impact achieved this year
Integration funding support $302,055.00	Integration funding support (IFS) allocations support eligible students at Blakehurst High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Shared, systemic data informed practice **Overview of activities partially or fully funded with this targeted funding include:** • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in:** Students recieving individualised support, improved outcomes and self actualisation. **After evaluation, the next steps to support our students with this funding will be:** Ensure that Personalised Learning Plans are both challenging and achievable.
Socio-economic background $156,000.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Blakehurst High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Shared, systemic data informed practice **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement [program/initiative] to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in:** Students being better supported within the school context to ensure there is equitable opportunity for improvement in learning and self actualisation and a sense of belonging. **After evaluation, the next steps to support our students with this funding will be:** Continue to build on the strengths of our Diverse Learning faculty by employing more staff in the capacity of LaSTs.
Aboriginal background $7,967.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blakehurst High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Shared, systemic data informed practice **Overview of activities partially or fully funded with this equity loading include:**

Aboriginal background $7,967.00	• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs **The allocation of this funding has resulted in:** Students being supported both academically and socially in meeting course outcomes. Students are known valued and cared for. **After evaluation, the next steps to support our students with this funding will be:** Continue to employ additional staff memebers to better students. Continue to emphasise the importance of connection through teaching and learning.
English language proficiency $47,624.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Blakehurst High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Targeted explicit and consistent classroom practice **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in:** Students achieving course outcomes at a high level. Students confident in their abilty to communicate vernally and written form, students condident in completeing set tasks and achieving them to a high standard. **After evaluation, the next steps to support our students with this funding will be:** Continue the high level of support our students attain. Build the capacity of staff with regards to E/ALD and LBOTE strategies.
Low level adjustment for disability $81,376.00	Low level adjustment for disability equity loading provides support for students at Blakehurst High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Shared, systemic data informed practice • Targeted explicit and consistent classroom practice **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] **The allocation of this funding has resulted in:** Student achieving course outcomes at expected above levels. Student self actualisationa nd an increase in student belonging.

Low level adjustment for disability $81,376.00	**After evaluation, the next steps to support our students with this funding will be:** Continue to differentiate learning for students whilst challenging them to be aspirational.
COVID ILSP $111,976.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding **The allocation of this funding has resulted in:** Strategic tailored explicit support of students. Student moving along Literacy and Numeracy progressions. Improvements in students sense of self. Students engaged in learning and a decrease in student negative referrals. **After evaluation, the next steps to support our students with this funding will be:** To continue to employ staff in the role of COVID ILSP support. To further refine tuition programs.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	605	615	608	606
Girls	508	467	453	432

Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.8	92.5	94.2	93.2
8	90.7	91	92.6	91
9	91.4	90.5	92.6	89
10	89.2	89.8	92.2	89
11	90.3	89.3	93.5	89.1
12	93.3	91.3	92.3	91.2
All Years	91.4	90.7	92.9	90.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

There has been a steady decrease in student enrolements. As Blakehurst High School is over its CAPA, we are conscious of only enrolling students who have extenuating circumstances.

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF

transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	2
Employment	1	6	4
TAFE entry	1	2	8
University Entry	0	0	82
Other	0	0	4
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

18.99% of Year 12 students at Blakehurst High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

90.8% of all Year 12 students at Blakehurst High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	51
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	12.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	366,477
Revenue	12,221,377
Appropriation	11,757,326
Sale of Goods and Services	59,518
Grants and contributions	328,974
Investment income	684
Other revenue	74,875
Expenses	-12,530,013
Employee related	-11,136,417
Operating expenses	-1,393,596
Surplus / deficit for the year	-308,636
Closing Balance	57,840

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 **SBAR Adjustments** ($)
Targeted Total	302,055
Equity Total	666,519
Equity - Aboriginal	7,967
Equity - Socio-economic	156,061
Equity - Language	227,013
Equity - Disability	275,478
Base Total	9,915,483
Base - Per Capita	261,554
Base - Location	0
Base - Other	9,653,928
Other Total	469,868
Grand Total	11,353,925

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
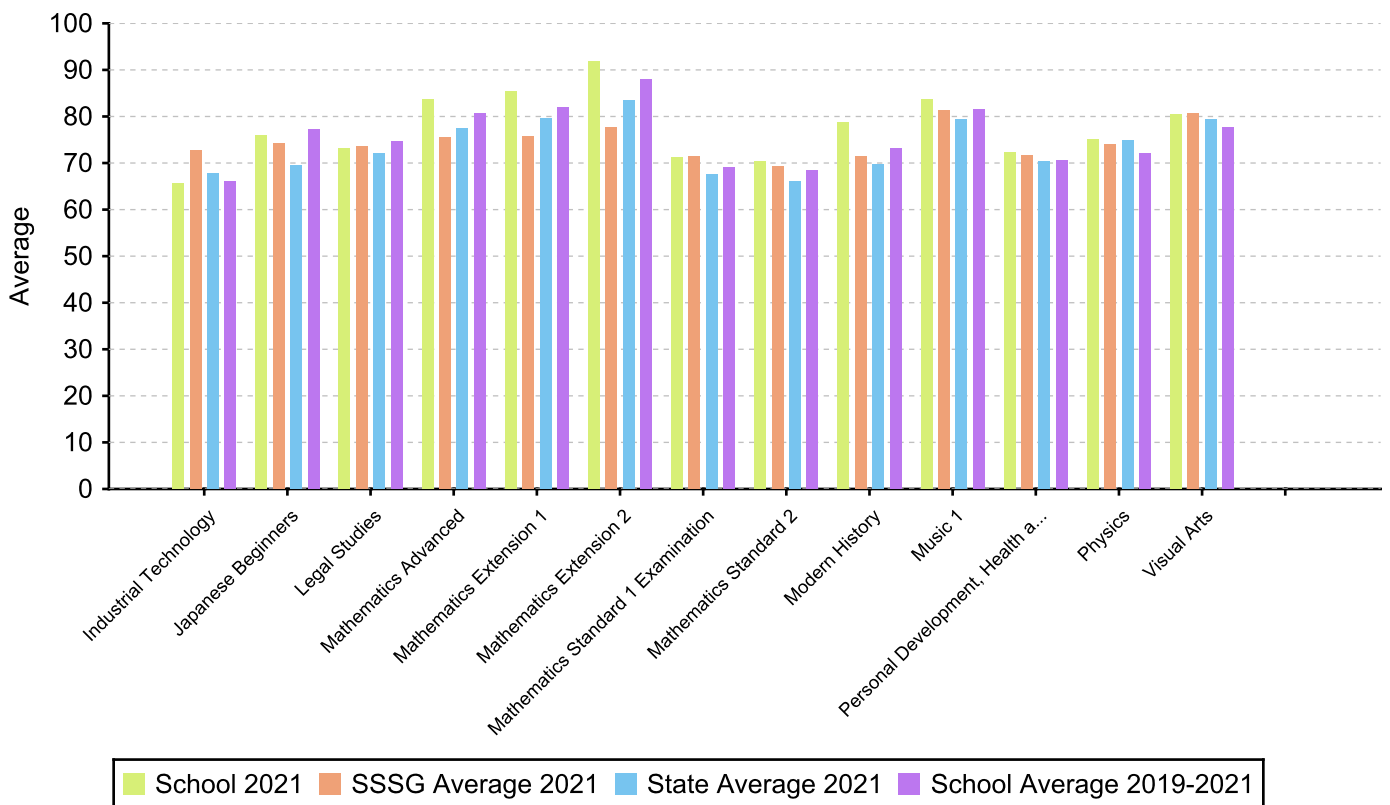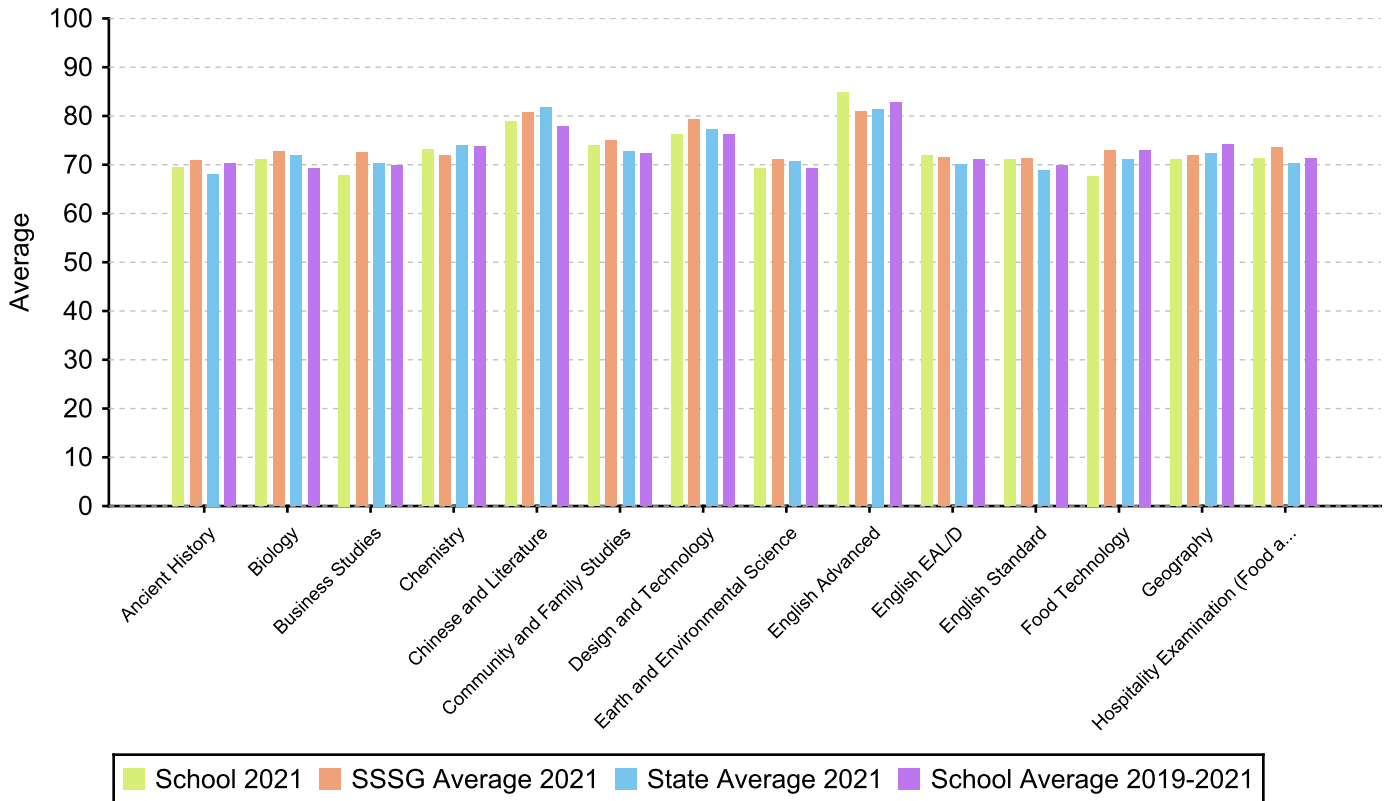
Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	69.4	70.9	68.1	70.3
Biology	71.1	72.8	71.9	69.2
Business Studies	67.9	72.5	70.4	69.8
Chemistry	73.1	71.8	74.1	73.8
Chinese and Literature	78.9	80.8	81.7	77.8
Community and Family Studies	73.9	75.0	72.7	72.3
Design and Technology	76.2	79.2	77.2	76.2
Earth and Environmental Science	69.3	71.2	70.6	69.3
English Advanced	84.9	81.0	81.4	82.8
English EAL/D	71.9	71.5	70.0	71.1
English Standard	71.0	71.2	68.8	69.9
Food Technology	67.7	72.9	71.0	73.0
Geography	71.1	71.9	72.4	74.2
Hospitality Examination (Food and Beverage)	71.3	73.5	70.3	71.2
Industrial Technology	65.7	72.8	67.7	66.0
Japanese Beginners	75.9	74.3	69.5	77.2
Legal Studies	73.1	73.7	72.0	74.7
Mathematics Advanced	83.6	75.4	77.4	80.8
Mathematics Extension 1	85.3	75.6	79.5	82.0
Mathematics Extension 2	91.8	77.7	83.5	87.9
Mathematics Standard 1 Examination	71.3	71.4	67.5	69.0
Mathematics Standard 2	70.4	69.3	66.1	68.4
Modern History	78.7	71.4	69.7	73.2
Music 1	83.7	81.3	79.4	81.5
Personal Development, Health and Physical Education	72.3	71.7	70.3	70.7
Physics	75.1	74.0	74.8	72.1
Visual Arts	80.4	80.7	79.4	77.7

Parent/caregiver, student, teacher satisfaction

Blakehurst High School is truly a remarkable school, there is strong leadership, committed staff, focused hardworking students, a deep appreciation of parents and families, a strong valuing of education and wellbeing and a real sense of community and belonging.

Vasileios Gatsis

P&C President

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.